Dear Parents,

The following page includes some of the websites we use in class. You may need my email to log into MyLexia:

gtimms@burke.k12.ga.us.

Also included is a packet that contains a review for reading, writing, language, vocabulary, and math. Directions are attached for the work packet.

Please do not hesitate to contact me through Class DoJo or email during this time off.

Stay safe and wash your hands!

Sincerely,

Mrs. Timms
Login information for the following websites can be found in the front cover of your child’s agenda:

**MyLexia (Reading)**- [https://auth.mylexia.com/mylexiaLogin](https://auth.mylexia.com/mylexiaLogin)


**RAZ Kids (Reading)**- [https://www.raz-kids.com/](https://www.raz-kids.com/)

The following websites require no student login to access:

**ABCya (ELA & Math)**- [https://www.abcya.com/](https://www.abcya.com/)

**Fun Brain (Reading & Math)**- [https://www.funbrain.com/games](https://www.funbrain.com/games)

**PBS Kids (Educational Games)**- [https://pbskids.org/](https://pbskids.org/)

**Arcademic Skill Builders (Math)**- [https://www.arcademics.com/](https://www.arcademics.com/)

**Sheppard's Software (All Subjects)**- [http://www.sheppardsoftware.com/](http://www.sheppardsoftware.com/)

**Storyline Online (Reading)**- [https://www.storylineonline.net/](https://www.storylineonline.net/)
Daily Literacy Guide for at-Home Work

Use the following as a *guide* to help your child practice and maintain their literacy and math skills each day.

<table>
<thead>
<tr>
<th>Reading Comprehension:</th>
<th>Writing:</th>
<th>Language:</th>
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<tr>
<td>1. Read a passage and answer the questions 2. Complete a comprehension: “Thinking Deeper” writing page 3. Spend 20 minutes reading a book the student chooses.</td>
<td>1. Spend 20 minutes a day working on writing. 2. Use the writing support in this workbook as a start. 3. Create an at-home writing notebook, where students can extend their writing ideas.</td>
<td>1. Review a phonics skill 2. Read the phonics passages and complete the activities</td>
<td>1. Follow the weekly vocabulary format to practice tier 2 vocabulary words.</td>
</tr>
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**Math:**

1. Complete one sheet front and back each day. That means 2 actual worksheets will be completed each day.
Each Day:
1. Read a passage and answer the questions.
3. Spend 20 minutes read a book the student chooses.
Sam loves school. He can’t wait to go to school every day. One day Sam woke up with a tickle in his mouth. He coughed. The tickle did not go away. He coughed again. The tickle was still there. Sam went downstairs to tell his mom. His mom felt Sam’s head. She told him he was sick and he should go back to bed. Sam was sad. He did not want to miss school. Today his teacher was bringing ice cream to school. Sam’s mom said he could have ice cream at home. That made Sam feel a little better. The next day his tickle was gone. Sam was happy to go back to school.

Understand It!

Answer the following questions after reading:

1. What was the problem?
   a. Sam did not like school
   b. Sam was sick
   c. Sam had a bad dream
   d. Sam was happy

2. How did Sam feel about missing school?
   a. happy
   b. mad
   c. scared
   d. sad

3. What was the main idea in the story?
   a. Sleeping
   b. dreams
   c. missing school
   d. math

4. What food was Sam going to miss at school?
   a. ice cream
   b. cookies
   c. cake
   d. pizza

Word Work

Color the words in the passage that match each category below:

- **red**
  - Words that start with a vowel

- **blue**
  - Words with 2 letters

- **green**
  - Words with the short /a/ sound

- **orange**
  - Words that start with /h/

Vocabulary

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. __________

2. __________

3. __________

4. __________

5. __________
Comprehension: Retelling Fiction

Name: __________________________________________ Date: __________________

Passage Title: ____________________________ Passage Number: ____________

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?

____________________________________________________________

What were the key details?

____________________________________________________________

How would you describe the main character? Why?

____________________________________________________________

What was the problem in the story?

____________________________________________________________

How was the problem solved?

____________________________________________________________

What was the mood in the story? How do you know?

____________________________________________________________
“MY LITTLE SISTER DROOLS”

My little sister **drools**. She just turned one. She drools all over her shirt. She drools all over my mom. She drools all over the floor. I do not like holding her because she drools so much. Everyone thinks she is so **cute**, but not me. I think she is **sloppy**. One day we were at a store and she drooled all over me. I screamed, “Bella, no!” She just **giggled**. I was so mad. I handed Bella to mom, and started to cry. I had baby **slime** on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new shirt. I can not wait for Bella to stop drooling!

**Understand It!**

Answer the following questions after reading:

1. What was the problem?
   a. Bella giggled
   b. Bella drooled
   c. Bella cried all the time
   d. Bella did not nap

2. What did most people do when Bella drooled?
   a. get mad
   b. think she was cute
   c. put her to bed
   d. they did nothing

3. What was the main idea in the story?
   a. baby giggles
   b. new shirts
   c. drooling
   d. shopping

4. Why did the narrator start to cry?
   a. drool was on the shirt
   b. mom laughed
   c. she was happy
   d. she got hurt

**Word Work**

Color the words in the passage that match each category below:

- **red**
- **blue**
- **green**
- **orange**

- Words that start with a vowel
- Words with 2 letters
- Words with the short /a/ sound
- Words that start with /h/

**Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1.

2.

3.

4.

5.
Comprehension: Retelling Fiction

Name: ___________________________________________ Date: _______________________

Passage Title: __________________________________ Passage Number: ______________

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?
_________________________

What were the key details?
_________________________

How would you describe the main character? Why?
_________________________

What was the problem in the story?
_________________________

How was the problem solved?
_________________________

What was the mood in the story? How do you know?
_________________________
“My Messy Room”

My name is Jackson. I have a **messy** room. My toys are all over the floor. My books are falling off my **bookshelf**. My clothes are piled on the floor. I like my messy room, but my mom does not. She says I am living like a pig. My mom is always asking me to **clean** my room. I never want to. I tell her I know where everything is. Sometimes she gets mad at me. But I am **stubborn**. I still will not clean my room. Mom says my room smells bad, but I like the smell. One day she **bribed** me. She promised me candy if I cleaned. So I did. The candy was great! Everyone was happy.

**Understand It:**

Answer the following questions after reading:

1. What was the problem?
   a. his room was clean
   b. his mom was happy
   c. his room was messy
   d. Jackson was happy

2. How did Jackson feel about cleaning?
   a. happy
   b. mad
   c. stubborn
   d. excited

3. What was the main idea in the story?
   a. he would not clean
   b. his mom cleaned
   c. Jackson ate candy
   d. toys on the floor

4. What was one thing messy in Jackson’s room?
   a. food on the floor
   b. shoes in the bed
   c. toys on the floor
   d. clothes in the bed

**Word Work**

Color the words in the passage that match each category below:

- **red**
- **blue**
- **green**
- **orange**

- Words that start with a vowel
- Words with 2 letters
- Words with the short /a/ sound
- Words that start with /h/

**Vocabulary**

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. ________
2. ________
3. ________
4. ________
5. ________
Comprehension: Retelling Fiction

Name: ___________________________ Date: ___________________

Passage Title: ___________________ Passage Number: __________

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?
____________________________________________________________________________________
____________________________________________________________________________________

What were the key details?
____________________________________________________________________________________
____________________________________________________________________________________

How would you describe the main character? Why?
____________________________________________________________________________________
____________________________________________________________________________________

What was the problem in the story?
____________________________________________________________________________________
____________________________________________________________________________________

How was the problem solved?
____________________________________________________________________________________
____________________________________________________________________________________

What was the mood in the story? How do you know?
____________________________________________________________________________________
____________________________________________________________________________________

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“It’s Good to Share”

Jonah loved to share. Adam did not like to share.

Jonah and Adam were in first grade together. They were friends. Every day Jonah gave Adam a sticker, just because. Jonah liked how sharing made him feel. Adam forgot his lunch one day. Jonah gave Adam almost all his food. Jonah was very hungry. But sharing with Adam made him happy. One day Jonah forgot his lunch. Adam did not share his food with Jonah. Jonah was sad.

The teacher saw Jonah sad. She gave him all her food. Adam felt bad then. He said he was sorry. He promised to share better.

Understand It:
Answer the following questions after reading:

1. What was the problem?
   a. Jonah did not share  
   b. Jonah shared  
   c. Adam shared  
   d. Adam did not share

2. How did Jonah feel about sharing?
   a. it made him happy  
   b. it made him mad  
   c. it made him sad  
   d. it made him tired

3. What was the main idea in the story?
   a. school  
   b. snack time  
   c. sharing  
   d. stickers

4. What were some things Jonah shared?
   a. stickers  
   b. markers  
   c. crayons  
   d. candy

Word Work:
Color the words in the passage that match each category below:

- Words that start with a vowel: red
- Words with 2 letters: blue
- Words with the short /a/ sound: green
- Words that start with /h/: orange

Vocabulary:
Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. _______  
2. _______  
3. _______  
4. _______  
5. _______
Comprehension: Retelling Fiction

Name: ___________________________________________ Date: ____________________

Passage Title: ___________________________________ Passage Number: __________

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?

What were the key details?

How would you describe the main character? Why?

What was the problem in the story?

How was the problem solved?

What was the mood in the story? How do you know?
Matilda is bossy. She tells everyone in school what to do. One day she told me to pick up her paper. "You are not my boss," I said. She stared at me with a mean look on her face. Matilda was a bully too. She was mean until she got her way. But I was not going to let her tell me what to do. She told me again to pick up her paper. I still said no. She said, "Ethan, if you do not pick up my paper, I will scream." I was not scared. I still said no. Matilda's face turned red, but she did not scream. It felt good to stand up to the bossy Matilda. She never told me what to do again.

**Understand It:**
Answer the following questions after reading:

1. What was the problem?
   a. Matilda is bossy
   b. Ethan is bossy
   c. Matilda lost her pencil
   d. Matilda was nice

2. How did Ethan feel about Matilda?
   a. she was nice
   b. she was fun
   c. she was bossy
   d. she was kind

3. What was the main idea in the story?
   a. playing at school
   b. Matilda being bossy
   c. Ethan being bossy
   d. Ethan was a bully

4. What did Matilda want Ethan to do?
   a. pick up her pencil
   b. do her homework
   c. pick up her marker
   d. pick up her paper

---

**Word Work**
Color the words in the passage that match each category below:

- Red
  - Words that start with a vowel
- Blue
  - Words with 2 letters
- Green
  - Words with the short /a/ sound
- Orange
  - Words that start with /h/

**Vocabulary**
Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. __________
2. __________
3. __________
4. __________
5. __________
Comprehension: Retelling Fiction

Name: ___________________________ Date: ______________________

Passage Title: ___________________ Passage Number: ___________

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?

____________________________________________________________________________

____________________________________________________________________________

What were the key details?

____________________________________________________________________________

____________________________________________________________________________

How would you describe the main character? Why?

____________________________________________________________________________

____________________________________________________________________________

What was the problem in the story?

____________________________________________________________________________

____________________________________________________________________________

How was the problem solved?

____________________________________________________________________________

____________________________________________________________________________

What was the mood in the story? How do you know?

____________________________________________________________________________

____________________________________________________________________________

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"MY CAT CAN TALK"

My cat is named Zoe. She is a very special cat because she can talk! I did not even know Zoe could talk until one day when I was in the kitchen. I went to grab a pan on the stove. I did not know it was very hot. Zoe yelled, "STOP, do NOT touch that!" I was shocked. I turned around to look at my cat. She just smiled with her whiskers up in the air. "Zoe, you can talk?" I asked. Zoe looked shy. Then she said, "Yes, but I was too scared to tell you." I told her that I was so excited she could talk. After that day Zoe never stopped talking. Now she is my best friend!

Understand It:

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
   a. having a cat
   b. burning your hand
   c. a cat talking
   d. a cat with whiskers

2. What do most kids think about a cat who talks?
   a. it is not cool
   b. it is bad
   c. it is very cool
   d. they would not like it

3. What happened before Zoe yelled, "STOP"?
   a. she did not know the pan was hot
   b. Zoe smiled
   c. Zoe looked shy
   d. Zoe was not scared

4. What does yelled mean?
   a. to whisper
   b. to talk quiet
   c. to laugh
   d. to scream

Word Work

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. ________
2. ________
3. ________
4. ________
5. ________

Passage 6

Copyright: Out of This World Literacy (Jen Bengel)
Comprehension: Retelling Fiction

Name: ____________________________________________ Date: __________________

Passage Title: __________________ Passage Number: ____________

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?

____________________________________________________________

____________________________________________________________

What were the key details?

____________________________________________________________

____________________________________________________________

How would you describe the main character? Why?

____________________________________________________________

____________________________________________________________

What was the problem in the story?

____________________________________________________________

____________________________________________________________

How was the problem solved?

____________________________________________________________

____________________________________________________________

What was the mood in the story? How do you know?

____________________________________________________________

____________________________________________________________

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"The Magic Rock"

One day Katie was walking to school when she saw a purple rock. The rock was smooth and it looked special. Katie picked it up and put it in her pocket.

At lunch she rubbed the rock. She wished for pizza.

All of a sudden there was hot pizza on her plate! Katie was surprised. At recess she rubbed the rock again. This time she wished for a big rain storm to come. Right away the clouds came. The rain started pouring down on Katie and her friends.

Katie knew she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

Understand It:
Answer the following questions after reading:

1. Which event from the story can not happen in real life?
   - a. finding a rock
   - b. eating pizza
   - c. a rain storm
   - d. a magic rock

2. What do most kids think about having a magic rock?
   - a. it is not cool
   - b. it is scary
   - c. it is very cool
   - d. they would not like it

3. What happened right before the rain came?
   - a. the clouds came
   - b. Katie ate pizza
   - c. Katie picked up a rock
   - d. Katie wished for pizza

4. What does smooth mean?
   - a. big
   - b. soft
   - c. bumpy
   - d. hard

Word Work:
Color the words in the passage that match each category below:

- red
- blue
- green
- orange

Words that end with a vowel

Words with 3 letters

Words with the short /e/ sound

Words that start with /w/

Vocabulary:
Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. 

2. 

3. 

4. 

5. 

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Comprehension: Retelling Fiction

Name: ____________________________________________ Date: ____________________

Passage Title: ___________________________________ Passage Number: __________

Directions: Think carefully about the passage to answer the questions below.

What was the main idea? ____________________________

What were the key details? _________________________

How would you describe the main character? Why? 

________________________________________________

________________________________________________

What was the problem in the story? 

How was the problem solved? 

________________________________________________

________________________________________________

What was the mood in the story? How do you know? 

________________________________________________

________________________________________________
Caden can run really fast. He is much faster than all the kids in his school. He runs as fast as a cheetah. But Caden does not always run that fast. He has a secret that makes him go fast. He eats a handful of lucky peanuts to make him run fast. The peanuts have special powers. Only Caden and his mom know about his lucky peanuts. One day Caden forgot to eat his lucky peanuts before school. He was not the fastest runner that day. He was the slowest. His friends teased him. Caden was sad. He never forgot to eat a handful of lucky peanuts ever again!

Understand It:
Answer the following questions after reading:

1. Which event from the story can not happen in real life?
   a. peanuts make you run fast
   b. running fast
   c. eating peanuts
   d. running slow

2. What do most kids think about having a lucky snack?
   a. it would be awesome
   b. it would not be good
   c. it would be bad
   d. it would be scary

3. What happened right before Caden was sad?
   a. he ran fast
   b. he ate peanuts
   c. his friends teased him
   d. he was the fastest

4. What does slowest mean?
   a. just a little slow
   b. slower than everyone
   c. fast
   d. faster than everyone

Word Work
Color the words in the passage that match each category below:

- Words that end with a vowel
- Words with 3 letters
- Words with the short /e/ sound
- Words that start with /w/

Vocabulary
Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1
2
3
4
5
Comprehension: Retelling Fiction

Name: ____________________________ Date: __________________

Passage Title: ____________________ Passage Number: __________

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?

What were the key details?

How would you describe the main character? Why?

What was the problem in the story?

How was the problem solved?

What was the mood in the story? How do you know?
Today is Sadie’s birthday. She is seven years old. Her grandma lives far away. Every year she sends a special package for Sadie’s birthday. Sadie could not wait to open her present from grandma. Just as she was about to open it, she noticed the box was moving. Then she heard some squeaking inside the box. Sadie laughed. What could be inside? She ripped the box open. Inside were two chipmunks. One had a guitar. When the box opened, the chipmunks started singing and dancing. They sang happy birthday to Sadie. Everyone laughed. It was the best present!

Understand It:

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
   a. getting presents
   b. singing chipmunks
   c. ripping open a present
   d. a cat with whiskers

2. What do most kids think about singing chipmunks?
   a. they are real
   b. they are not funny
   c. they are not real
   d. they would not like it

3. What happened before Sadie heard something squeaking?
   a. the box was moving
   b. she laughed
   c. she saw chipmunks
   d. chipmunks were singing

4. What does best mean?
   a. not that good
   b. to not like something
   c. something really good
   d. to be scared

Word Work

Color the words in the passage that match each category below:

**Red**
Words that end with a vowel

**Blue**
Words with 3 letters

**Green**
Words with the short /e/ sound

**Orange**
Words that start with /w/

**Vocabulary**

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. 
2. 
3. 
4. 
5. 

Passage 9
Comprehension: Retelling Fiction

Name: ___________________________________  Date: ___________________

Passage Title: ____________________________  Passage Number: ___________

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What were the key details?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

How would you describe the main character?  Why?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What was the problem in the story?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

How was the problem solved?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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What was the mood in the story?  How do you know?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

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“MY Three Wishes”

I have a fairy grandma named Rose. Every year she comes to visit me in the summer. She grants me three wishes each year. I can wish for whatever I want. She is the nicest fairy grandma ever! Last year I wished for a puppy, a new bike, and a giant box of candy. She waved her magic wand and poof! I had all three things. I named my puppy Max. This year I am going to wish for another puppy. I love puppies. I am also going to wish for more video games. My last wish is going to be for a pool in our backyard. I cannot wait to teach my puppies how to swim!

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
   a. getting a puppy
   b. swimming in a pool
   c. having a fairy grandma
   d. playing video games

2. What do most kids think about the fairy grandma?
   a. she is real
   b. she would be scary
   c. she would be mean
   d. she would be the best

3. What happened before the fairy grandma waved her magic wand?
   a. she named the puppy
   b. she came to visit
   c. she got a pool
   d. she went swimming

4. What does giant mean?
   a. really big
   b. short
   c. really small
   d. tiny

Word Work

Color the words in the passage that match each category below:

Words that end with a vowel
red
blue
orange

Words with 3 letters
green

Words with the short /e/ sound

Words that start with /w/

Vocabulary

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
Comprehension: Retelling Fiction

Name: __________________________________ Date: __________________

Passage Title: ___________________________ Passage Number: ________

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What were the key details?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

How would you describe the main character? Why?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What was the problem in the story?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

How was the problem solved?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What was the mood in the story? How do you know?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
“How to Catch a Frog”

Some people love to **catch** frogs. The first thing you need to do is find frogs. They live in ponds or **swamps**. You can find frogs in muddy spots by logs. They may be sitting in the sun. Use a net to catch a frog. Once you see a frog, be very **quiet** and sneak up to it. Get your net ready. When you are close, **quickly** cover the frog with the net. You have to be fast or the frog will jump away! Move the frog from the net into a **bucket**. Make sure the bucket is tall enough so the frog does not jump out. If you keep the frog, be sure to take good care of it at home!

**Understand It!**

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
   - a. they live in ponds
   - b. get a tall bucket
   - c. frogs will not jump
   - d. use a pole to catch frogs

2. What does **sneak** mean?
   - a. to be loud
   - b. to run
   - c. to move quietly
   - d. to jump

3. What place does the text describe?
   - a. a river
   - b. a pond or swamp
   - c. a lake
   - d. the ocean

4. What does this text teach us?
   - a. how to catch fish
   - b. how to swim
   - c. how to jump
   - d. how to catch frogs

**Word Work**

Color the words in the passage that match each category below:

- **red**
- **blue**
- **green**
- **orange**

- Words that start with /t/
- Words that end with /y/
- Words with the short /i/ sound
- Words with 2 syllables

**Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. ________
2. ________
3. ________
4. ________
5. ________
Comprehension: Retelling Nonfiction

Name: ______________________________________ Date: __________________

Passage Title: ___________________________________ Passage Number: __________

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?

____________________________________________________________

____________________________________________________________

____________________________________________________________

What were some key facts?

___________________________________________________________

___________________________________________________________

___________________________________________________________

What are some new things you learned?

____________________________________________________________

____________________________________________________________

____________________________________________________________

Describe the setting.

____________________________________________________________

____________________________________________________________

____________________________________________________________

What were some new words you learned?

____________________________________________________________

____________________________________________________________

____________________________________________________________
“What Will You See at the Zoo?”

What animals will you see at the zoo? You will see many different kinds of animals. You will see reptiles. Reptiles have scales on their skin. Some reptiles you will see are snakes and alligators. You will probably see many different types of fish. They will be swimming in giant tanks. Many kinds of birds will be there too. The biggest animals you will see are mammals. All mammals have hair or fur. Lions, tigers, bears, and giraffes are all mammals you will see at the zoo. You should carry a notebook. Make a list of all the animals you see. Have fun at the zoo!

Understand It:

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
   a. you will see mammals
   b. all mammals have fur
   c. you will see reptiles
   d. you will see giraffes

2. What do mammals have?
   a. fur or hair
   b. teeth
   c. scales
   d. four legs

3. What place does the text describe?
   a. a forest
   b. a zoo
   c. a jungle
   d. a river

4. What does this text teach us?
   a. how old animals are
   b. where to find a zoo
   c. what animals are in a zoo
   d. how big animals are

Word Work

Color the words in the passage that match each category below:

- Words that start with /t/: red
- Words that end with /y/: blue
- Words with the short /i/ sound: green
- Words with 2 syllables: orange

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. __________________
2. __________________
3. __________________
4. __________________
5. __________________
Comprehension: Retelling Nonfiction

Name: ___________________________________________ Date: ______________________

Passage Title: ___________________________________ Passage Number: __________

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?

______________________________________________________________

______________________________________________________________

What were some key facts?

______________________________________________________________

______________________________________________________________

What are some new things you learned?

______________________________________________________________

______________________________________________________________

Describe the setting.

______________________________________________________________

______________________________________________________________

What were some new words you learned?

______________________________________________________________

______________________________________________________________
Sea turtles live in oceans all over the world. They have been on Earth for millions of years. But now some sea turtles are at risk of being extinct. Extinct means that there would no longer be any sea turtles on Earth. Sea turtles crawl onto sandy beaches to lay their eggs. They bury the eggs in the sand. Once the eggs hatch, they travel back to the ocean. Many baby sea turtles do not survive this trip. People are trying to save the sea turtles. They block parts of the beach where eggs are found. They help keep the eggs safe. It is good to try and save the sea turtles!

**Understand It!**

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
   a. baby turtles hatch
   b. they bury eggs
   c. people save turtles
   d. they live in oceans

2. What does survive mean?
   a. to live
   b. to crawl
   c. to swim
   d. to be extinct

3. What place does the text describe?
   a. a river
   b. a pond or swamp
   c. a lake
   d. the ocean

4. What does this text teach us?
   a. how to catch turtles
   b. turtles could be extinct
   c. where to swim
   d. how to pet turtles

---

**Word Work**

Color the words in the passage that match each category below:

- **red**
  - Words that start with /t/
- **blue**
  - Words that end with /y/
- **green**
  - Words with the short /i/ sound
- **orange**
  - Words with 2 syllables

**Vocabulary**

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. 
2. 
3. 
4. 
5. 

---

Passage 13
Comprehension: Retelling Nonfiction

Name: ___________________________________________ Date: ______________________

Passage Title: ___________________________________ Passage Number: __________

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What were some key facts?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What are some new things you learned?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Describe the setting.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What were some new words you learned?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
“Why Do Lions Roar?”

Every lion roars. Most of the time they roar at night. That is because the air is thin and the roar can be heard from far away. There are two reasons why lions roar. They roar to protect their land and family. Male lions roar loud at night. They are telling other lions and animals to stay away. Lions roar to talk to one another. Every lion has a different roar sound, just like every human has a different voice. Mama lions have a gentle roar when they are with their cubs. Male lions use a softer roar when they are playing with cubs. Listening to a lion roar is amazing!

Understand It:
Answer the following questions after reading:

1. What was a fact in the beginning of the text?
   a. mama lions roar loud
   b. every lion roars
   c. lions roar to talk
   d. not every lion roars

2. What does voice mean?
   a. how we talk
   b. to not talk
   c. to run
   d. to jump

3. What place does the text describe?
   a. in the day
   b. in the morning
   c. at night
   d. at lunch

4. What does this text teach us?
   a. why lions roar
   b. how to catch a lion
   c. how to feed a lion
   d. how big lions are

Word Work: Color the words in the passage that match each category below:
- Words that start with /t/
- Words that end with /y/
- Words with the short /i/ sound
- Words with 2 syllables

Passage 14

Vocabulary: Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1
2
3
4
5
Comprehension: Retelling Nonfiction

Name: ___________________________ Date: _________________________

Passage Title: ____________________ Passage Number: ____________

Directions: Think carefully about the passage to answer the questions below.

What was the main topic? ____________________________________________
________________________________________________________________________
________________________________________________________________________

What were some key facts? ____________________________________________
________________________________________________________________________
________________________________________________________________________

What are some new things you learned? ________________________________
________________________________________________________________________
________________________________________________________________________

Describe the setting. ________________________________________________
________________________________________________________________________
________________________________________________________________________

What were some new words you learned? ________________________________
________________________________________________________________________
________________________________________________________________________
Dolphins are very **playful** animals. Most of them live in oceans, but they are not fish. They are mammals because they have lungs. They cannot **breathe** water like fish. They come above the water to breathe air. Dolphins are very **friendly**. They travel together in groups. These **groups** are called pods. Dolphins eat mostly small fish. They talk to each other by **chirping**. They even whistle! Dolphins are very smart. They like to jump and play. They can even surf waves. Dolphins can see and hear really well. This makes it easy for them to find food.

### Understand It!

**Answer the following questions after reading:**

1. What was a fact in the beginning of the text?
   - a. dolphins surf waves
   - b. dolphins chirp
   - c. dolphins can see well
   - d. dolphins are playful

2. What does **whistle** mean?
   - a. to cry
   - b. to make a noise
   - c. to jump
   - d. to surf

3. What place does the text describe?
   - a. a forest
   - b. a lake
   - c. an ocean
   - d. a pool

4. What does this text teach us?
   - a. how long dolphins live
   - b. all about oceans
   - c. all about dolphins
   - d. all about fish

### Word Work

**Color the words in the passage that match each category below:**

- **red**
- **blue**
- **green**
- **orange**

**Words that start with /t/**

**Words that end with /y/**

**Words with the short /i/ sound**

**Words with 2 syllables**

**Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. 

2. 

3. 

4. 

5. 

Passage 15
Comprehension: Retelling Nonfiction

Name: ___________________________ Date: ____________________

Passage Title: ___________________ Passage Number: _______

Directions: Think carefully about the passage to answer the questions below.

What was the main topic? ____________________________________________________________

What were some key facts? __________________________________________________________

What are some new things you learned? ______________________________________________

Describe the setting. ______________________________________________________________

What were some new words you learned? ____________________________________________

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Each Day:

1. Continue building writing stamina by spending at least 20 minutes a day writing.
Tell the story of what happened to this girl!

Claudette became soaking wet and crazy angry when...

Name: ___________________________ Date: ____________

Today I wrote for _____ minutes!
Tell the story of what happened to this girl!

Name: __________________________  Date: ____________

When Destiny fell off the….she ended up...

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Today I wrote for _____ minutes!

Tell the story of what happened to this girl!

Name: __________________________  Date: ____________

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Today I wrote for _____ minutes!
Marcus found himself all tied up when he...

What happened? And how does he get free?

Today I wrote for _____ minutes!
Make a list of all the ways he ended up this way:

○

○

○

○

○

Circle one idea and write about it on the back of this page.

Name: ___________________________ Date: ___________

Make a list of all the ways he could get free:

○

○

○

○

○

Circle one idea and write about it on the back of this page.

Name: ___________________________ Date: ___________

Copyright: Out of This World Literacy (Jen Bengel)
Make a list of all the foods that make you feel this way:

〇 

〇 

〇 

〇 

〇 

〇 

Circle one idea and write about it on the back of this page.

Today I wrote for _____ minutes!

Make a list of all the times you’ve felt this way:

〇 

〇 

〇 

〇 

〇 

〇 

Circle one idea and write about it on the back of this page.

Today I wrote for _____ minutes!
Sebastian suddenly didn’t feel so well after he...

What happened right before this picture? After?

Today I wrote for _____ minutes!
Juliet knew she was not supposed to touch the cake but...

Make a list of all the things that may happen in this story:

1. 
2. 
3. 
4. 
5. 
6. 

Use as many things on your list to make write a story on the back of this page!
Claudette became soaking wet and crazy angry when...
Marcus found himself all tied up when he…

Today I wrote for _____ minutes!
Sebastian suddenly didn’t feel so well after he…
Most paragraphs include 3 major parts:

1. **The topic sentence**...the main idea of the paragraph where a hook can be used.
2. **Detail sentences**...Parts that add details to the main idea, including examples or evidence that support the topic. Transition words help the sentences flow.
3. **A concluding sentence**...wrap up the main idea and lead into the next paragraph.

**Directions:** Think about something that has happened in your life today that feels like a main idea or event. Create a topic sentence for that event. Add 3 sentences that support your main event. Try to include evidence, examples, or feelings you have. End your paragraph with a concluding sentence that wraps up your thinking and leaves readers feeling like your paragraph has ended. Don’t forget to indent!

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Most paragraphs include 3 major parts:

1. **The topic sentence**... the main idea of the paragraph where a hook can be used.
2. **Detail sentences**... Parts that add details to the main idea, including examples or evidence that support the topic. Transition words help the sentences flow.
3. **A concluding sentence**... wrap up the main idea and lead into the next paragraph.

**Directions:** Think about a nonfiction topic you know a lot about. What is the main idea of that topic? Create a topic sentence stating the main idea. Add 3 sentences that support the main idea. Include evidence or examples that best match your main idea. End your paragraph with a concluding sentence that wraps up or summarizing the facts about your main idea. Don’t forget to indent!
Have a little writing fun at home!

My Story Card

Name: Makena
Date: 7-9-17

Directions:
Write the 7 different story elements from mains. Then create your story. Be sure to include all 7 parts. Have fun and use your imagination!

Main Character: a strict teacher
Minor Character: a baby

Setting: a park with muddy slide
Problem: a character is frustrated

Story Event: waking up early in the morning
Theme: learn something new

Mood: Friendly

My Story:

“Aaah!” Mrs. Holmes screamed in frustration, “Why did I get assigned to take an entire class of babies to the park?” Just then Samantha, a 6 month old baby, fell down one of the many muddy slides in the park. Samantha, instead of crying, looked up to started laughing at Mrs. Holmes.
Main Character Card 1

Directions:

1. Spin the clip to find out your main character.
2. If the clips lands on a line spin again.
3. The first person your clip lands on is your main character!

My Main Character is:

Main Character: Set One
Main Character Card 2

A girl in kindergarten
A dog that can talk
A school principal
A boy just learning to read

Directions:
1. Spin the clip to find out your main character.
2. If the clips lands on a line spin again.
3. The first person your clip lands on is your main character!

My Main Character is:

Main Character: Set One
Minor Character Card 1

A 12-year-old girl
A dog that is lazy
A baby
A babysitter

Directions:
1. Spin the clip to find out your minor character.
2. If the clips lands on a line spin again.
3. The first person your clip lands on is your minor character!

My Minor Character is:

Minor Character: Set One
Minor Character Card 2

A 12-year-old boy

A music teacher

An annoying little sister

A boy who plays mean tricks

Directions:

1. Spin the clip to find out your minor character.
2. If the clips lands on a line spin again.
3. The first person your clip lands on is your minor character!

My Minor Character is:

Minor Character: Set One

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Setting Card 1

A busy mall

A park with muddy slides

The beach on a rainy day

The grocery store

Directions:
1. Spin the clip to find out your setting.
2. If the clips lands on a line spin again.
3. The first setting your clip lands on is your main setting!

My Main Setting is:

Setting: Set One
Setting Card 2

Directions:
1. Spin the clip to find out your setting.
2. If the clip lands on a line spin again.
3. The first setting your clip lands on is your main setting!

My Main Setting is:

Setting: Set One
Problem Card 1

Directions:
1. Spin the clip to find out your problem.
2. If the clips lands on a line spin again.
3. The first problem your clip lands on is the problem in your story!

My Main Problem is:

Main Problem: Set One
Problem Card 2

Something is too expensive  Someone broke a bone
Someone was really hungry  A character is really angry

Directions:
1. Spin the clip to find out your problem.
2. If the clips land on a line spin again.
3. The first problem your clip lands on is the problem in your story!

My Main Problem is:

Main Problem: Set One
Story Event Card 1

Directions:
1. Spin the clip to find out your event.
2. If the clip lands on a line spin again.
3. The first event your clip lands on will be an event in your story!

My Story Event is:

Driving in a car
Waking up early in the morning
Swimming for hours
Getting ready in the morning

Story Event: Set One
Story Event Card 2

Directions:

1. Spin the clip to find out your event.
2. If the clips lands on a line spin again.
3. The first event your clip lands on will an even in your story!

My Story Event is: 

---

Story Event: Set One
Story Theme Card 1

Directions:

1. Spin the clip to find out your main story theme.
2. If the clips lands on a line spin again.
3. The first theme your clip lands on is your main theme as your write!

My Main Theme is:

Main Theme: Set One
Story Theme Card 2

Directions:
1. Spin the clip to find out your main story theme.
2. If the clips lands on a line spin again.
3. The first theme your clip lands on is your main theme as your write!

My Main Theme is:

Main Theme: Set One
Mood Card 1

Joyful and happy
Frustrated and mad
Funny and silly
Nervous and worried

Directions:
1. Spin the clip to find out your main character.
2. If the clips lands on a line spin again.
3. The first mood your clip lands on is the type of mood the story will have!

My Main Mood is:
Mood Card 2

Cranky or crabby

Happy

Excited and full of energy

Peaceful

Directions:

1. Spin the clip to find out your main character.
2. If the clips lands on a line spin again.
3. The first mood your clip lands on is the type of mood the story will have!

My Main Mood is:

Main Mood: Set One
My Story Card

Name: ___________________________ Date: __________________

Directions:
Write the 2 different story elements from your spins. Then create your story. Be sure to include all 2 parts. Have fun and use your imagination!

Part 1: ____________________________________________

Part 2: ____________________________________________

My Story:

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
My Story Card

Name: ___________________________ Date: ______________

Directions:
Write the 3 different story elements from your spins. Then create your story. Be sure to include all 3 parts. Have fun and use your imagination!

Part 1: _______________________________________________________________________

Part 2: _______________________________________________________________________

Part 3: _______________________________________________________________________

My Story:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
My Story Card

Name: __________________________  Date: ______________

Directions:
Write the 4 different story elements from your spins. Then create your story. Be sure to include all 4 parts. Have fun and use your imagination!

Part 1: ____________________________________________________________

Part 2: ____________________________________________________________

Part 3: ____________________________________________________________

Part 4: ____________________________________________________________

My Story:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________
My Story Card

Name: ___________________________ Date: ______________

Directions:
Write the 7 different story elements from your spins. Then create your story. Be sure to include all 7 parts. Have fun and use your imagination!

Main Character: ___________________________ Minor Character: ___________________________

Setting: ___________________________ Problem: ___________________________

Story Event: ___________________________ Story Theme: ___________________________

Mood: ___________________________

My Story:

______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
My Story Card

Name: ____________________ Date: ______________

Directions:
Use the 7 different story elements from your spins to create your story. Be sure to include all 7 parts. Have fun and use your imagination!

My Story:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Language

Each Day:
1. Read a phonics passage and complete the activities for each of the 4 days.
I Missed the Bus

I missed the bus. I was late. I hate to be late. My dad yelled my name. I came when he yelled my name. He did not make me run after the bus. I was too late for that. He said I had to walk. Walking to school is lame. I hate walking to school. I have to navigate and plan my way past a busy road. It’s lame to walk alone.

I begged my dad to take me to school. He said he was not playing my game. I had to walk. I said he was lame.

Maybe I should fake being sick? I tried to stall and not go.

“Dad, I think I am sick,” I said. “I hate to miss school, but I don’t think I can go.”

“You are not sick!” my dad yelled. “Stop stalling and go.”

I had no choice. I was too late. I walked to school, but I was not happy.

Hunt the Words!

Directions: Use the code to mark each word in the story.

Red- make Yellow- late Blue- came Brown- lame
Orange- take Green- hate Purple- name Pink- game

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. ___________________ (What the Word Means)
2. ___________________ (What the Word Means)
I Missed the Bus

I missed the bus. I was late. I hate to be late. My dad yelled my name. I came when he yelled my name. He did not make me run after the bus. I was too late for that. He said I had to walk. Walking to school is lame. I hate walking to school. I have to navigate and plan my way past a busy road. It’s lame to walk alone.

I begged my dad to take me to school. He said he was not playing my game. I had to walk. I said he was lame.

Maybe I should fake being sick? I tried to stall and not go.

“Dad, I think I am sick,” I said. “I hate to miss school, but I can’t go.”

“You are not sick!” my dad yelled. “Stop stalling and go.”

I had no choice. I was too late. I walked to school, but I was not happy.

1. What was the biggest problem in the story?
   a) the dad yelled
   b) she missed the bus
   c) school was lame
   d) she was sick

2. How does the girl get to school?
   a) her dad drives her to school
   b) she takes the bus
   c) she walks with a friend
   d) she walks alone

3. Which word begins with the same sound as lame?
   a) came
   b) stop
   c) late
   d) fake

4. What does the word stall mean?
   a) to go fast
   b) to stop and not go
   c) to walk
   d) to run

5. Make a list of reasons why she could have been late for the bus?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Copyright: Out of This World Literacy (Jen Bengel)
1. I wanted to __________________ my own lunch to school today.

2. Pete thinks it is so ___________________ to clean his room all day long.

3. I was so glad that my dad _________________ to my big game last week.

4. Hope said she would ___________________ to be stuck eating peas for lunch.

5. Miss Jones was ____________________ for class because she had a meeting.

6. Jade did not want to ___________________ a big deal out of getting sick.

7. Mike did not like it when the big kids called him a bad __________________ .

8. Our team has a big ___________________ that we hope to win today.

Directions: Choose 3 words from the word bank. Write a sentence with each word.

1. _________________________________________________________________
   _________________________________________________________________

2. _________________________________________________________________
   _________________________________________________________________

3. _________________________________________________________________
   _________________________________________________________________

The BIG Rule:
When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

make  late  came  lame
take  hate  name  game
**Adding -ing rule**
When adding the suffix -ing to a word that ends in the vowel -e, drop the -e and add -ing

<table>
<thead>
<tr>
<th>Word</th>
<th>-ing</th>
<th>-s</th>
</tr>
</thead>
<tbody>
<tr>
<td>make</td>
<td></td>
<td></td>
</tr>
<tr>
<td>take</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>game</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Adding -s rule**
When adding the suffix -s to a word that ends in the vowel -e, keep the -e and add -s to make the word plural

Directions: Change the words from present tense to past tense. For some words, the suffix -ed will make the word past tense. Other words do not follow that rule.

<table>
<thead>
<tr>
<th>Present Tense (Now I...)</th>
<th>Past Tense (Yesterday I...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>make</td>
<td></td>
</tr>
<tr>
<td>take</td>
<td></td>
</tr>
<tr>
<td>hate</td>
<td></td>
</tr>
<tr>
<td>name</td>
<td></td>
</tr>
<tr>
<td>game</td>
<td></td>
</tr>
</tbody>
</table>
Name: __________________________ Date: ____________

Directions: Study the big rule and read the words in the box. Read the story. Complete the activities below.

The BIG Rule: When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

<table>
<thead>
<tr>
<th>nice</th>
<th>dime</th>
<th>fine</th>
<th>hide</th>
</tr>
</thead>
<tbody>
<tr>
<td>nine</td>
<td>time</td>
<td>like</td>
<td>line</td>
</tr>
</tbody>
</table>

Math is Hard for Mike

Math is hard for Mike. He does not pick up on new math skills fast. His teacher, Mrs. Wills is nice. She says he will be fine. Mike does not think he will be fine. Mike thinks math should be a crime. He tries to hide from math. He can not tell time. He mixes up a penny and a dime. The number six always looks like a nine.

One day Mike was adding his math. The numbers looked like they were jumping off the page. “Mrs. Wills, I just cannot do math,” Mike said with a whine and a cry. This time he sunk in his desk.

Mrs. Wills came to help. “I see what you did. I can help,” she said. She drew a line so that the numbers stuck on the page. “When the numbers are in line, you can add them up!”

Now the numbers stopped jumping. Mike could see them just fine. He finished his work on time. Now Mike was fine.

Directions: Use the code to mark each word in the story.

Red- nice Orange- nine
Yellow- dime Green- time
Blue- fine Purple- like
Brown- hide Pink- line

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. __________________________ (Vocabulary Word) __________________________ (What the Word Means)

2. __________________________ (Vocabulary Word) __________________________ (What the Word Means)
Math is Hard for Mike

Math is hard for Mike. He does not pick up on new math skills fast. His teacher, Mrs. Wills is nice. She says he will be fine. Mike does not think he will be fine. Mike thinks math should be a crime. He tries to hide from math. He cannot tell time. He mixes up a penny and a dime. The number six always looks like a nine.

One day Mike was adding his math. The numbers looked like they were jumping off the page. “Mrs. Wills, I just cannot do math,” Mike said with a whine and a cry. This time he sunk in his desk.

Mrs. Wills came to help. “I see what you did. I can help,” she said. She drew a line so that the numbers stuck on the page. “When the numbers are in line, you can add them up!”

Now the numbers stopped jumping. Mike could see them just fine. He finished his work on time. Now Mike was fine.

1. What is hard for Mike?
   a) he cannot tell time
   b) he mixes the number 6 with a 9
   c) he thinks a penny is a dime
   d) all of the above

2. How does Mrs. Wills help Mike?
   a) she tells him the answer
   b) she draws lines on his page
   c) she asks another student to help
   d) she gives him more time

3. Which word ends with the same sound as nice?
   a) face
   b) number
   c) fact
   d) time

4. What does the word whine mean?
   a) to talk in a loud voice
   b) to yell
   c) to complain
   d) to whisper

5. How else can Mrs. Wills help Mike with his math?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
1. Miles was so excited to turn ___________________ years old tomorrow.

2. Ivy could never keep a good track of the _____________________.

3. Theo tried to ____________________ under his desk when his mom called.

4. Our class could never stand in a straight and perfect _____________________.

5. Miss Bine was a very ___________________ teacher because she liked to help.

6. I found a ____________________ and a four quarters under my bed.

7. When I woke up this morning I did not feel ____________________ at all.

8. I do not ____________________ to eat ham or bacon on my pizza.

Directions: Choose 3 words from the word bank. Write a sentence with each word.

1. ___________________________________________________________

2. ___________________________________________________________

3. ___________________________________________________________
**Adding **-ing** rule**  
When adding the suffix **-ing** to a word that ends in the vowel **–e**, drop the **–e** and add **-ing**

**Adding **-s** rule**  
When adding the suffix **-s** to a word that ends in the vowel **–e**, keep the **–e** and add **–s** to make the word plural

<table>
<thead>
<tr>
<th>Word</th>
<th>-ing</th>
<th>-s</th>
</tr>
</thead>
<tbody>
<tr>
<td>time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Change the words from present tense to past tense. For some words, the suffix **–ed** will make the word past tense. Other words do not follow that rule.

<table>
<thead>
<tr>
<th>Present Tense (Now I…)</th>
<th>Past Tense (Yesterday I…)</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td></td>
</tr>
<tr>
<td>hide</td>
<td></td>
</tr>
<tr>
<td>line</td>
<td></td>
</tr>
<tr>
<td>dine</td>
<td></td>
</tr>
<tr>
<td>ride</td>
<td></td>
</tr>
</tbody>
</table>
Name: ___________________________ Date: ____________

Directions: Study the big rule and read the words in the box. 
Read the story. Complete the activities below.

The BIG Rule:
When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

alone  cone  cope  pole 
tone  bone  nope  mope

Malone has a Temper

Malone has a temper. He gets mad very fast. He does not cope with new things well. The tone of his voice gets mad. He yells “NOPE!” again and again.

We all try to be nice to Malone. We give him grace and let things go. We try not to upset him. Sometimes we have to leave him alone to mope.

I saw Malone by the pole at recess. I walked by the red cone to check on him.

“Are you okay?” I asked Malone.

“NOPE!” he yelled. “I have a bone to pick with Hunter.

He took the only good ball. Now I have nothing to do.”

“Well, did you ask if you can play with him?” I said.

“NOPE! He will not let me. I just know it,” Malone said.

“You never know until you ask,” I said as I walked away.

Malone went to ask. Soon I saw him playing with Hunter.

Hunt the Words!
Directions: Use the code to mark each word in the story.
Red- alone  Orange- tone  Yellow- cone  Blue- cope  Brown- pole
Green- bone  Purple- nope  Pink- mope

Vocabulary Master!
Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. ___________________________ (What the Word Means)
2. ___________________________ (What the Word Means)
Name: ___________________________  Date: ___________________

Directions: Read the story. Answer the questions below.

**Malone has a Temper**

Malone has a temper. He gets mad very fast. He does not cope with new things well. The **tone** of his voice gets mad. He yells “NOPE!” again and again.

We all try to be nice to Malone. We give him **grace** and let things go. We try not to upset him. Sometimes we have to leave him alone to mope.

I saw Malone by the pole at recess. I walked by the red cone to check on him.

“Are you okay?” I asked Malone.

“NOPE!” he yelled. “I have a bone to pick with Hunter. He took the only good ball. Now I have nothing to do.”

“Well, did you ask if you can play with him?” I said.

“NOPE! He will not let me. I just know it,” Malone said.

“You never know until you ask,” I said as I walked away.

Malone went to ask. Soon I saw him playing with Hunter.

---

1. What does Malone yell when he gets mad?
   a) NOPE
   b) NO
   c) NOT NOW
   d) I AM MAD

2. Why is Malone mad at Hunter?
   a) he called him a bad name
   b) he took the only good ball
   c) he yelled at Malone
   d) he would not let Malone play

3. The word **temper** has two syllables: **tem-per**. Which word has two syllables?
   a) check
   b) things
   c) never
   d) went

4. What does the word **tone** mean?
   a) having a bad temper
   b) to ask for help
   c) the way a person sounds when talking
   d) to play together

5. What do you think happened when Malone went to talk to Hunter?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
1. Jones was scared to be left _______ in a room.
2. Our school raised the flag on the big _______ every morning.
3. My dog loved to chew on his _______ and then hide it in the yard.
4. My dad told me I better watch my _______ when I talk to him.
5. It was hard for Ava to _______ with missing her grandma.
6. When we went to the mall I got 3 scoops in my ice cream _______.
7. The only words my little sister can say are mom, dad, no, and _______.
8. Fannie liked to _______ any time her team lost a game.

Directions: Choose 3 words from the word bank. Write a sentence with each word.

1. ____________________________

2. ____________________________

3. ____________________________
**Adding –ing rule**
When adding the suffix –ing to a word that ends in the vowel –e, drop the –e and add -ing

<table>
<thead>
<tr>
<th>Word</th>
<th>-ing</th>
<th>-s</th>
</tr>
</thead>
<tbody>
<tr>
<td>tone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Adding –s rule**
When adding the suffix –s to a word that ends in the vowel –e, keep the –e and add –s to make the word plural

**Directions:** Change the words from present tense to past tense. For some words, the suffix –ed will make the word past tense. Other words do not follow that rule.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>tone</td>
<td></td>
</tr>
<tr>
<td>cope</td>
<td></td>
</tr>
<tr>
<td>mope</td>
<td></td>
</tr>
<tr>
<td>hone</td>
<td></td>
</tr>
<tr>
<td>cone</td>
<td></td>
</tr>
</tbody>
</table>
The BIG Rule:  
When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

<table>
<thead>
<tr>
<th>cute</th>
<th>fuse</th>
<th>dupe</th>
<th>mule</th>
</tr>
</thead>
<tbody>
<tr>
<td>fume</td>
<td>mute</td>
<td>huge</td>
<td>rude</td>
</tr>
</tbody>
</table>

The Picky Eater

Duke has a short fuse when it comes to food. He is so picky. He is also as stubborn as a mule. He just will not try new food. He only eats ham and chips.

My dad is a great cook, but Duke will not try any new foods. He acts very rude when dad tries to get him to eat. Duke will go mute and shut his lips.

“Come on Duke,” my dad said one night in his cute and nice tone. “Just try one little pea. It is very good.”

Duke sat there with a huge frown on his face. He was mute.

Dad started to fume. “FINE! Then don’t eat,” he yelled.

The next night dad thought of a way to dupe Duke into eating peas. He stuck the peas inside Duke’s chunk of ham.

Duke took a bite. He froze when the pea popped in his mouth.


Directions:  
Use the code to mark each word in the story.

Red- cute Yellow- fuse Blue- dupe Brown- mule
Orange- fume Green- mute Purple- huge Pink- rude

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. (Vocabulary Word) ____________________ (What the Word Means) ____________________

2. (Vocabulary Word) ____________________ (What the Word Means) ____________________
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Duke has a short fuse when it comes to food. He is so picky. He is also as stubborn as a mule. He just will not try new food. He only eats ham and chips.

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The next night dad thought of a way to **dupe** Duke into eating peas. He stuck the peas inside Duke’s chunk of ham. Duke took a bite. He froze when the pea popped in his mouth.


---

| 1. What does Duke like to eat? | 3. Which word begins with the same sound as **dupe**?
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) ham and peas</td>
<td>a) pea</td>
</tr>
<tr>
<td>b) only ham</td>
<td>b) bite</td>
</tr>
<tr>
<td>c) ham and chips</td>
<td>c) Duke</td>
</tr>
<tr>
<td>d) Duke will eat anything</td>
<td>d) stuck</td>
</tr>
</tbody>
</table>

| 2. Duke will ____ when his dad gives him food. | 4. If a girl starts to **fume**, how is she feeling?
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) go mute</td>
<td>a) happy</td>
</tr>
<tr>
<td>b) act very rude</td>
<td>b) mad</td>
</tr>
<tr>
<td>c) shut his lips</td>
<td>c) silly</td>
</tr>
<tr>
<td>d) all of the above</td>
<td>d) bored</td>
</tr>
</tbody>
</table>

5. How are you the same as Duke? How are you different?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
1. My new puppy is so _________________ I could sit and stare at him forever.

2. My dad says I am as stubborn as a _________________.

3. I jumped when I saw the _________________ fly enter the classroom.

4. We tried to _________________ our teacher by moving the clock ahead.

5. Mr. Edwards wanted us to be _________________ when he was talking.

6. Saying mean things about how someone looks is just so _________________.

7. My mom starts to _________________ when she gets mad at us.

8. The _________________ on the firework was long enough to keep us safe.

**Directions:** Choose 3 words from the word bank. Write a sentence with each word.

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________
**Adding –ing rule**
When adding the suffix –ing to a word that ends in the vowel –e, drop the –e and add -ing

**Adding –s rule**
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<td></td>
</tr>
<tr>
<td>mute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dupe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lute</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Change the words from present tense to past tense. For some words, the suffix –ed will make the word past tense. Other words do not follow that rule.

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<tr>
<td>fuse</td>
<td></td>
</tr>
<tr>
<td>lute</td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary

Each Day:
1. Read a grammar passage and complete the activities.
<table>
<thead>
<tr>
<th><strong>BASIC WORDS:</strong> Tier 1</th>
<th><strong>CONTEXT WORDS:</strong> Tier 2</th>
<th><strong>COMMON WORDS:</strong> Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>crash: to run into something</td>
<td>instant: to do something right away without waiting</td>
<td>quickly: to move fast</td>
</tr>
<tr>
<td>allow: to have permission to do something</td>
<td>widened: something that opens really big. When our eyes widen they get really huge.</td>
<td>messy: not clean. Stuff is all over the place.</td>
</tr>
<tr>
<td>promise: to say you are going to do something. You give your word</td>
<td>rushed: to work or move at a fast pace because you are in a hurry. Usually we rush when there is an emergency.</td>
<td>empty: there is nothing left at all. Everything is gone.</td>
</tr>
<tr>
<td>handful: to grab just enough of something so that it fits into your hands when you hold them open.</td>
<td>crouched: to bend over at the knees. When we step on something that hurts we usually bend over and crouch in pain.</td>
<td>bottom: to be underneath everything else. The lowest point.</td>
</tr>
<tr>
<td>begged: to not stop asking for something. Kids sometimes beg for things they want and it can sound like whining.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>helpless: to feel like you have no control or say in something. You just have to do whatever others tell you.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Last Straw

"Ouch!! Ethan, get in here this instant!" Ethan's eyes widened as he heard a crash coming from his room, followed by his mother's scream. He quickly put down his video game and rushed into his room. As he turned the corner to his room he saw his mom crouched down picking Legos from out of the bottom of her foot. "This is the last straw Ethan," she said. "I am not going to allow you to keep your room this messy anymore!" And with those words she walked into the kitchen, grabbed a handful of garbage bags, and began packing up all his toys. "Mom, please no don't take all my toys. I promise I will keep my room clean," Ethan begged. But it was too little, too late. Ethan was helpless. His mom continued packing all his things until the room was basically empty. She told him that he could earn one toy back each day. But, that if his room started getting messy again, she would take them all back for good. Ethan could tell from the tone of his mom's voice that she was very serious. He promised to keep his room spotless from now on. It took a while for Ethan to earn all his toys back, but he did. And he made sure each night from then on his room was clean.
Directions: Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

<table>
<thead>
<tr>
<th>crash</th>
<th>instant</th>
<th>quickly</th>
<th>begged</th>
<th>handful</th>
<th>promise</th>
<th>empty</th>
</tr>
</thead>
<tbody>
<tr>
<td>allow</td>
<td>widened</td>
<td>messy</td>
<td>helpless</td>
<td>bottom</td>
<td>rushed</td>
<td>crouched</td>
</tr>
</tbody>
</table>

Find examples from the story when characters felt helpless.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Describe a few things you would promise your mom to keep your toys.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What does your mom or dad allow that is different from the mom in the story?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Copyright: Out of This World Literacy (Jen Bengel)
Directions: Use what you know about each vocabulary word to finish these sentences. Use each vocabulary word one time as you complete each sentence.

<table>
<thead>
<tr>
<th>crash</th>
<th>instant</th>
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<td>bottom</td>
<td>rushed</td>
<td>crouched</td>
</tr>
</tbody>
</table>

1. The sound of a crash came from ________________________________.

2. In an instant the students were ________________________________.

3. My mom will never allow me to ________________________________.

4. My eyes widened when I saw ________________________________.

5. Max ran quickly when he realized ________________________________.

6. You know a room is messy when ________________________________.

7. Just last week I begged for a ________________________________.

8. My dad felt helpless when ________________________________.

9. Sophie grabbed a handful of __________ because she wanted to ________________________________.

10. I made my mom promise me ________________________________.

11. We rushed away from ________________________________.

12. I realized the jar was empty when ________________________________.

13. I crouched behind the ________________________________.

14. I saw a __________ at the bottom of the ________________________________.
Associating Words: Week 1

Name: ___________________________________________ Date: __________________

Directions: Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

1. ___ quickly
   A. The backyard was full of toys, firewood, and leaves.

2. ___ widened
   B. Jake had to use his speed to run to second base.

3. ___ crash
   C. Jamie asked for a pizza over and over and over again.

4. ___ helpless
   D. I swore that I would never forget my homework again.

5. ___ allow
   E. There was no time to stop the two trains from hitting.

6. ___ messy
   F. It felt like I blinked my eyes and the day was over just like that.

7. ___ begged
   G. Sadie woke up late for school and had to move fast to catch the bus.

8. ___ instant
   H. Jonah ducked down to tie his shoe.

9. ___ bottom
   I. Max could only watch as his sister ate the last cookie.

10. ___ handful
    J. Maddie’s mom said yes to letting her sleep over at Claire’s house.

11. ___ promise
    K. The donuts were buried underneath all the healthy food.

12. ___ rushed
    L. Greyson grabbed the cereal box but there was nothing inside.

13. ___ crouched
    M. Sam picked just enough flowers to carry inside.

14. ___ empty
    N. The workers changed the road from one lane to two lanes.

WEEK 1: DAY 2

Copyright: Out of This World Literacy (Jen Bengel)
Vocabulary in My Life: Week 1

Name: __________________________________________ Date: __________________

Directions: Think about all the questions below. Use your own words to answer each one.

<table>
<thead>
<tr>
<th>crash</th>
<th>instant</th>
<th>quickly</th>
<th>begged</th>
<th>handful</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>messy</td>
<td>helpless</td>
<td>bottom</td>
<td>rushed</td>
<td>crouched</td>
</tr>
</tbody>
</table>

1. Describe a promise you made to someone.

2. Describe things in your life that are often messy.

3. When was the last time you felt rushed?

4. What is one thing you really would beg for?

5. What do you wish your school would allow?

6. If you could have a handful of anything what would it be? Why?
Directions: Think about the different events in the statements below. Answer each one in your own words. Be sure to give all the reasons you have for each answer.

Would you rather crash your bike into a garbage can or a mailbox? Why?

_________________________________

_________________________________

_________________________________

_________________________________

Would you rather eat a handful of raisins or grapes? Why?

_________________________________

_________________________________

_________________________________

_________________________________

Would you rather have your bedroom or your backyard widened? Why?

_________________________________

_________________________________

_________________________________

_________________________________

Would you rather feel rushed in the mornings or at nighttime? Why?

_________________________________

_________________________________

_________________________________

_________________________________
**Vocabulary Assessment: Week 1**

Name: __________________________________ Date: __________________

**Directions:** Write a vocabulary word in each blank that best completes the sentence.

<table>
<thead>
<tr>
<th>crash</th>
<th>instant</th>
<th>quickly</th>
<th>begged</th>
<th>handful</th>
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<td>messy</td>
<td>helpless</td>
<td>bottom</td>
<td>rushed</td>
<td>crouched</td>
</tr>
</tbody>
</table>

1. The workers ___________ the road so more cars could travel safely.
2. Parker’s mom will not ___________ him to ride his bike after dark.
3. One of Blake’s jobs at home was to ___________ the trash.
4. Becky ___________ behind the bush to hide from her dad.
5. It is important to keep a ___________ you make with a friend.
6. If I really wanted my mom to buy me something I just ___________ for it.
7. When the dump truck drove by my house I heard a loud ___________.
8. My mom ___________ outside when she heard my little sister screaming.
9. I swam all the way to the ___________ of the pool for the first time ever!
10. Babysitters feel ___________ when they can’t stop a baby from crying.
11. Dad says if I take more than a ___________ of candy my stomach will hurt.
12. When I play in the yard right after it rains I sometimes get a bit ___________.
13. Rylan learned how to run ___________ when he started playing baseball.
14. The ___________ Julie left school she felt the cold air hit her face.

**WEEK 1: DAY 5**
**Vocabulary Assessment: Week 1**

Name: __________________________________________  Date: __________________

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each definition next to the word it describes.

1. ___ quickly  
   A. To say you are going to do something. You give your word.  
2. ___ widened  
   B. To do something right away without waiting.  
3. ___ crash  
   C. To work or move at a fast pace because you are in a hurry.  
4. ___ helpless  
   D. Not clean. Stuff is all over the place.  
5. ___ allow  
   E. To be underneath everything else. The lowest point.  
6. ___ messy  
   F. Something that opens really big.  
7. ___ begged  
   G. There is nothing left at all. Everything is gone.  
8. ___ instant  
   H. To run into something.  
9. ___ bottom  
   I. To bend over at the knees. When we step on something that hurts we usually bend over in pain.  
10. ___ handful  
    J. To move fast.  
11. ___ promise  
    K. To have permission to do something.  
12. ___ rushed  
    L. To grab just enough of something so that it fits into your hands when you hold them open.  
13. ___ crouched  
    M. To not stop asking for something in a whiney voice.  
14. ___ empty  
    N. To feel like you have no control or say in something. You just have to do whatever others tell you.

**WEEK 1: DAY 5**
### Vocabulary Words: Week 2

<table>
<thead>
<tr>
<th>BASIC WORDS: Tier 1</th>
<th>CONTEXT WORDS: Tier 2</th>
<th>COMMON WORDS: Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>tossing: to flip things up and down</td>
<td>exception: something that happens out</td>
<td>spotted: to see something</td>
</tr>
<tr>
<td></td>
<td>of the normal routine. It’s different</td>
<td></td>
</tr>
<tr>
<td></td>
<td>than normal.</td>
<td></td>
</tr>
<tr>
<td>gigantic: something that is very big</td>
<td>disappointed: not being happy about</td>
<td></td>
</tr>
<tr>
<td></td>
<td>something that you thought would turn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>out better</td>
<td></td>
</tr>
<tr>
<td>bored: having not much to do and feeling</td>
<td>aimlessly: to not have a clear plan,</td>
<td>continued: to go on and not stop</td>
</tr>
<tr>
<td>going by very slowly</td>
<td>like walking around with nowhere really</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to go.</td>
<td></td>
</tr>
<tr>
<td>excitement: looking forward to something</td>
<td>screeched: to scream loud and at a</td>
<td>created: to make something or</td>
</tr>
<tr>
<td>happening or being really happy in the</td>
<td>high pitch</td>
<td>come up with an idea on your own</td>
</tr>
<tr>
<td>moment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pondered: to think very carefully about</td>
<td></td>
<td></td>
</tr>
<tr>
<td>something to help make a tough decision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>deed: something you do. An action you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>take.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Most days Parker and George spent recess time tossing a football back and forth, but today was an exception. When they got outside all the footballs were taken. Disappointed, they walked aimlessly around the playground, kicking up leaves that had fallen from the gigantic oak tree. Just when they thought they couldn't be more bored, George spotted something suspicious in the leaves. He bent down to get a closer look and screeched with excitement, it was a $100 bill! For a second both boys just stood there, with George holding more money than he had ever seen before. "Keep it!" Parker shouted. "Put it in your pocket! Hurry before someone else sees," Parker continued. George put it in his pocket, but something didn't feel right inside. It must be someone’s money, he pondered. How would I feel if I lost $100, his mind continued. Without telling Parker, George created a plan. He would turn the money in to the school secretary. It was a tough decision, but George knew it was the right thing to do. After recess he walked to the school office and turned in the money. The secretary was grateful and gave George a huge candy bar for his kind deed.
Name: ___________________________________________  Date: ___________________

**Directions:** Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

<table>
<thead>
<tr>
<th>tossing</th>
<th>disappointed</th>
<th>bored</th>
<th>exception</th>
<th>aimlessly</th>
<th>spotted</th>
<th>continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>gigantic</td>
<td>excitement</td>
<td>deed</td>
<td>pondered</td>
<td>screeched</td>
<td>suspicious</td>
<td>created</td>
</tr>
</tbody>
</table>

Find examples from the story when characters felt **suspicious**.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Describe a few things you would have **pondered** if you **spotted** a $100 bill.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

How would the story be different if Parker had **spotted** the money instead of George?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Sentence Stems: Week 2

Name: __________________________________________ Date: __________________

Directions: Use what you know about each vocabulary word to finish these sentences. Use each vocabulary word one time as you complete each sentence.

<table>
<thead>
<tr>
<th>tossing</th>
<th>disappointed</th>
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<th>exception</th>
<th>aimlessly</th>
<th>spotted</th>
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<td>screeched</td>
<td>suspicious</td>
<td>created</td>
</tr>
</tbody>
</table>

1. I looked outside and saw my friend tossing __________________________.

2. My dad was disappointed when I ____________________________.

3. The best deed I’ve ever done is ____________________________.

4. I looked up and spotted the ____________________________.

5. Dan was never more bored than when ____________________________.

6. The room was full of excitement when ____________________________.

7. I’ve never seen a more gigantic ____________ than when ____________________________.

8. My friend walked aimlessly because she ____________________________.

9. Jill screeched when ____________________________.

10. My teacher made an exception when she ____________________________.

11. Jack was suspicious when he saw ____________________________.

12. Mazie continued to ____________ because she ____________________________.

13. My mom pondered why I always ____________________________.

14. In art I created ____________________________.

Copyright: Out of This World Literacy (Jen Bengel)
<table>
<thead>
<tr>
<th>Word</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>exception</td>
<td>Andy thought long and hard about riding his bike in the dark.</td>
</tr>
<tr>
<td>spotted</td>
<td>Faith was so bummed that the party was cancelled.</td>
</tr>
<tr>
<td>tossing</td>
<td>Karen wanted to quit but she did not stop. She kept going.</td>
</tr>
<tr>
<td>disappointed</td>
<td>Returning a shirt to a friend when you really wanted to keep it instead.</td>
</tr>
<tr>
<td>gigantic</td>
<td>Sophie had nothing to do. It felt like the day would never end.</td>
</tr>
<tr>
<td>suspicious</td>
<td>Kevin just threw all his things into a bag without thinking much.</td>
</tr>
<tr>
<td>aimlessly</td>
<td>Sam noticed something when he looked carefully in his desk.</td>
</tr>
<tr>
<td>screeched</td>
<td>Curt yelled so loud when he saw the spider in his room.</td>
</tr>
<tr>
<td>bored</td>
<td>Amelia could hardly stand waiting for the big birthday party.</td>
</tr>
<tr>
<td>continued</td>
<td>The tree in our yard was growing so big it blocked the sun.</td>
</tr>
<tr>
<td>pondered</td>
<td>My mom had no plan and was just driving around.</td>
</tr>
<tr>
<td>excitement</td>
<td>My teacher never lets us leave the room during reading, but today she said I could.</td>
</tr>
<tr>
<td>created</td>
<td>I didn’t trust that I would like what my mom was making for dinner.</td>
</tr>
<tr>
<td>deed</td>
<td>The kids took all the junk and made an awesome new toy.</td>
</tr>
</tbody>
</table>
Vocabulary in My Life: Week 2

Name: _________________________________________ Date: ____________________

**Directions:** Think about all the questions below. Use your own words to answer each one.

<table>
<thead>
<tr>
<th>toss</th>
<th>disappointed</th>
<th>bored</th>
<th>exception</th>
<th>aimlessly</th>
<th>spotted</th>
<th>continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>gigantic</td>
<td>excitement</td>
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<td>pondered</td>
<td>screeched</td>
<td>suspicious</td>
<td>created</td>
</tr>
</tbody>
</table>

1. Describe a time you **screeched**.

2. Describe things in your life that you are often **bored** with.

3. When was the last time you felt **suspicious**?

4. What is one thing you felt **disappointed** about?

5. What are some things you feel a lot of **excitement** about?

6. What is something you wish was always **continued**?
Directions: Think about the different events in the statements below. Answer each one in your own words. Be sure to give all the reasons you have for each answer.

Would you rather do a good deed or have someone do a good deed for you?

Would you rather have a gigantic dog or a collection of video games? Why?

Would you rather have more excitement about a pool or a boat? Why?

Would you rather be disappointed or suspicious? Why?
Vocabulary Assessment: Week 2

Name: __________________________________________ Date: __________________

Directions: Write a vocabulary word in each blank that best completes the sentence.

1. My mom always makes me eat my vegetables, but tonight she made an ____________.
2. The car tires ________________ when my dad slammed on the brakes.
3. John stood in his yard _______________ the football into the air over and over again.
4. Claire ________________ a beautiful owl sitting quietly up in the tall tree.
5. The boys became ________________ when they saw a car drive slowly down the road.
6. Jamal ________________ for a long time if he should do the right thing and tell the truth.
7. My dad always said, “no good ________________ goes unnoticed.”
8. My mom ________________ a schedule so that we could all get our work done on time.
9. At first I didn’t like the play, but as it ________________ I thought it was really good!
10. All my dad has to say to make me feel bad is that he is ________________ in me.
11. I had no plans so I spent the whole day walking ________________ around the house.
12. It rained so much last week that the roses are now ________________.
13. I was so ________________ in school today that I almost fell asleep during math!
14. There was so much ________________ when our class had a pizza party.

WEEK 2: DAY 5

Vocabulary Words:

tossing  disappointed  bored  exception  aimlessly  spotted  continued
gigantic  excitement  deed  pondered  screeched  suspicious  created

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**Vocabulary Assessment: Week 2**

Name: _______________________________ Date: __________________

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each definition next to the word it describes.

| 1. ____ exception                        | A. To not have a clear plan, like walking around with nowhere really to go. |
| 2. ____ spotted                          | B. Having not much to do and feeling like time is going by very slowly.   |
| 3. ____ tossing                          | C. To scream loud and at a high pitch.                                 |
| 4. ____ disappointed                      | D. Looking forward to something happening or being really happy in the moment. |
| 5. ____ gigantic                          | E. Not being happy about something that you thought would turn out better. |
| 6. ____ suspicious                        | F. To think very carefully about something to help make a tough decision. |
| 7. ____ aimlessly                         | G. To flip things up and down.                                       |
| 9. ____ bored                             | I. To see something.                                                 |
| 10. ____ continued                        | J. To wonder about or not trust something or someone.               |
| 11. ____ pondered                         | K. To go on and not stop.                                           |
| 12. ____ excitement                       | L. Something that is very big.                                      |
| 13. ____ created                          | M. Something that happens out of the normal routine. It's different than normal. |
| 14. ____ deed                             | N. To make something up or come up with an idea on your own.         |

**WEEK 2: DAY 5**
### Vocabulary Words: Week 3

<table>
<thead>
<tr>
<th>BASIC WORDS: Tier 1</th>
<th>CONTEXT WORDS: Tier 2</th>
<th>COMMON WORDS: Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>habits</strong>: things that people do over and over again</td>
<td><strong>mischief</strong>: getting into trouble or causing problems</td>
<td><strong>midnight</strong>: very late at night and the start of a new day</td>
</tr>
<tr>
<td><strong>except</strong>: something that is not included with many other things</td>
<td><strong>content</strong>: being relaxed and satisfied with what you have or where you are</td>
<td><strong>effort</strong>: how much you try to do something</td>
</tr>
<tr>
<td><strong>never</strong>: at no time in the past, present, or future. It will not happen.</td>
<td><strong>outgrown</strong>: to become too big for something</td>
<td><strong>problem</strong>: a time when something goes wrong and it needs to be fixed</td>
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<tr>
<td><strong>idea</strong>: something that pops into your brain that sounds like a good plan</td>
<td><strong>cranky</strong>: to be super crabby and in a bad mood</td>
<td><strong>concerned</strong>: to be worried and feeling unsure</td>
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<td><strong>despite</strong>: not to be affected by something that may seem like a big deal</td>
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<td></td>
</tr>
<tr>
<td><strong>ecstatic</strong>: to be very very excited and happy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Night Owl

Braden loved to hear stories about when he was a toddler and all the mischief he would create. Anything he could get his hands on would end up in his mouth, whether it was food or not! If he was allowed to roll in the dirt all day he would be a content little guy. By ten years old, Braden had outgrown almost all of his bad habits, except one. Braden was a night owl. He never fell asleep before midnight, which made him a pretty cranky morning person. Braden’s parents tried everything to get him to sleep earlier. They used soft music, read him stories, sang lullabies, and laid in bed with him. Despite their effort, Braden was wide-eyed until very late every night. It wasn’t until the start of fourth grade that Braden’s night owl habits became a major problem. He started falling behind in school and his parents were concerned. They met with his teacher. She told them all about how Braden falls asleep every morning when he is reading. This news gave his parents an idea. Maybe if they made him read a book in bed he would drift off to sleep? That night Braden read his book at bedtime and fell asleep within 10 minutes! His parents found him snoring with the book on the floor. They were ecstatic to have finally broke Braden’s last bad habit.
Directions: Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

Find examples from the story when characters felt concerned.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Describe a few things Braden had outgrown in the story.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

How are your sleeping habits the same or different from Braden's?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Sentence Stems: Week 3

Name: __________________________________________ Date: __________________

Directions: Use what you know about each vocabulary word to finish these sentences. Use each vocabulary word one time as you complete each sentence.

<table>
<thead>
<tr>
<th>habits</th>
<th>never</th>
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<td>ecstatic</td>
<td>effort</td>
<td>concerned</td>
</tr>
</tbody>
</table>

1. You should never develop the habit of __________________________.

2. I promise I will never __________________________.

3. The boys got into mischief when they __________________________.

4. I feel most content when I am __________________________.

5. I was up until midnight once when __________________________.

6. When I give my best effort then __________________________.

7. The best idea Meg had was to __________________________.

8. My sister has outgrown her __________________________.

9. Gabby was cranky when she __________________________.

10. I made my mom ecstatic when I __________________________.

11. Despite being tired, I still __________________________.

12. Everyone except James was __________________________.

13. My biggest problem was __________________________.

14. My dad was concerned when he saw me __________________________.
Associating Words: Week 3

Directions: Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

1. ___ habits
2. ___ mischief
3. ___ midnight
4. ___ content
5. ___ except
6. ___ outgrown
7. ___ effort
8. ___ never
9. ___ cranky
10. ___ problem
11. ___ idea
12. ___ despite
13. ___ concerned
14. ___ ecstatic

A. My parents found out I didn’t do my homework.
B. The outfit was way too small on me and it used to fit.
C. Beth cried and cried and cried all day long.
D. Even though the team lost, they were still happy.
E. Jill suddenly thought of something she really wanted to try.
F. The stars were shining bright and the moon was full.
G. Andy relaxed in his room, took deep breaths, and enjoyed the moment.
H. Dylan worried if his mom would forget to pick him up.
I. Ruby could barely control her excitement about going to Disney World.
J. Remy doesn’t want to ice skate. She has no desire to.
K. Seth always washed his hands with the same soap before he ate lunch.
L. Grace invited almost everyone to her party and left out only one person from her class.
M. Matt and Drake snuck out of their house at night.
N. Kate tried her very best in the basketball game.
Vocabulary in My Life: Week 3

Directions: Think about all the questions below. Use your own words to answer each one.

<table>
<thead>
<tr>
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<th>never</th>
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<td>ecstatic</td>
<td>effort</td>
<td>concerned</td>
</tr>
</tbody>
</table>

1. Describe a time you gave your best effort.

2. What is the last thing you were concerned about? Why?

3. Describe all you would do if you stayed up until midnight?

4. What is something that you will never do? Why?

5. What is something you want to do, despite the fact that your parents would say no?

6. Describe a problem you had this week and how you solved it.
Directions: Think about the different events in the statements below. Answer each one in your own words. Be sure to give all the reasons you have for each answer.

Would you rather give your best effort in school or on a sports team? Why?

____________________________________

____________________________________

____________________________________

____________________________________

Would you rather have a great idea or cause mischief? Why?

____________________________________

____________________________________

____________________________________

____________________________________

Would you rather have cranky parents or a cranky teacher? Why?

____________________________________

____________________________________

____________________________________

____________________________________

Would you rather never go to the beach or never go to a pool? Why?

____________________________________

____________________________________

____________________________________

____________________________________
Directions: Write a vocabulary word in each blank that best completes the sentence.

<table>
<thead>
<tr>
<th>habits</th>
<th>never</th>
<th>mischief</th>
<th>outgrown</th>
<th>despite</th>
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<td>except</td>
<td>idea</td>
<td>content</td>
<td>cranky</td>
<td>ecstatic</td>
<td>effort</td>
<td>concerned</td>
</tr>
</tbody>
</table>

1. Andy had a great ___________________________ to help the class learn to share at recess.
2. ___________________________ how hot it was outside, the kids still had a blast playing in the yard.
3. It was after ___________________________ when my dad finally got home from his long trip.
4. My mom is always ___________________________ when we don’t come home on time.
5. Jake got a bad grade because he really didn’t give much of an ___________________________.
6. The whole class was happy ___________________________ for Sarah, who was having a bad day.
7. My sister missed her nap this afternoon and now she is very ___________________________.
8. The only ___________________________ I had with today was that it rained all day long.
9. We were ___________________________ when we found out we were going on vacation!
10. My little brother gets in trouble and is always getting into ___________________________.
11. If I could play video games all day every day I would be relaxed and ___________________________.
12. Greyson does not want to admit that he has ___________________________ his favorite shirt.
13. Gina has developed several bad ___________________________ since becoming friends with Jess.
14. Karen swore she would ___________________________ lie to her parents.
Directions: Think carefully about your vocabulary words. Write the correct letter from each definition next to the word it describes.

1. ___ habits
2. ___ mischief
3. ___ midnight
4. ___ content
5. ___ except
6. ___ outgrown
7. ___ effort
8. ___ never
9. ___ cranky
10. ___ problem
11. ___ idea
12. ___ despite
13. ___ concerned
14. ___ ecstatic

A. To be worried and feeling unsure.
B. To be super crabby and in a bad mood.
C. At no time in the past, present, or future. It will not happen.
D. How much you try to do something.
E. Being relaxed and satisfied with what you have or where you are.
F. Not to be affected by something that may seem like a big deal.
G. Something that pops into your brain that sounds like a good plan.
H. Something that is not included with many other things.
I. Things that people do over and over again.
J. Getting into trouble or causing problems.
K. To be very very excited and happy.
L. Very late at night and the start of a new day.
M. A time when something goes wrong and it needs to be fixed.
N. To become too big for something.
Each Day:
1. Complete one sheet front and back each day. That means 2 actual worksheets will be completed each day.
1. $4 + a = _____$
2. $38 + 10 = _____$
3. $87 - 20 = _____$
4. $34 - 10 = _____$

5. Which number below is an even number?
   - 35
   - 69
   - 50

6. What is the greatest number that can be made using all three digits?
   - 6 9 5

7. Divide the square into 4 equal parts.

8. Luke picked 24 flowers. He gave 12 to his mother and the rest to his grandmother. How many flowers did Luke give to his grandmother?

9. How many students ate chicken at the picnic?

10. How much money is shown?
Add:
1. 14 + 5 = ____
2. 29 + 10 = ____

Subtract:
3. 78 - 20 = ____
4. 45 - 10 = ____

5. Which number below is an odd number?
   - 77
   - 40
   - 26

6. Count by 5s. Write the missing numbers.
   40, 45, 50, 55, 60

7. Partition the rectangle into 3 rows and 5 columns of same-size squares. How many squares are there in all?

8. Erica drew 13 butterflies. Kim drew 22 butterflies. Zoe drew 32 butterflies. How many butterflies did the girls draw in all?

9. How many boys came to the birthday party?

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Which tool is better for measuring...
    - the height of a tent
    - the height of a tent
    a ruler or a yardstick
Add:
1. $8 + 7 = \underline{15}$
2. $40 + 10 = \underline{50}$

Subtract:
3. $67 - 20 = \underline{47}$
4. $54 - 10 = \underline{44}$

5. Is the equation true?
   $$12 + 5 = 24 - 6$$

6. Count by 10s. Write the missing numbers.
   
   $20$  $30$  $60$  $70$  $80$

7. What shape is this?

8. How many different types of insects were researched?
   
<table>
<thead>
<tr>
<th>Insect</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ants</td>
<td>3</td>
</tr>
<tr>
<td>flies</td>
<td>4</td>
</tr>
<tr>
<td>caterpillars</td>
<td>5</td>
</tr>
<tr>
<td>moths</td>
<td>6</td>
</tr>
<tr>
<td>bees</td>
<td>3</td>
</tr>
<tr>
<td>dragonflies</td>
<td>4</td>
</tr>
<tr>
<td>butterflies</td>
<td>5</td>
</tr>
<tr>
<td>centipedes</td>
<td>2</td>
</tr>
<tr>
<td>beetles</td>
<td>3</td>
</tr>
</tbody>
</table>

9. Insect Research Projects

10. What time is shown on the clock?

Jon paid 96¢ for a baseball card of his favorite pitcher and 95¢ for a baseball card of his favorite catcher. How much did he spend in all?
Add:
1. $6 + 13 = \underline{\hspace{2cm}}$
2. $61 + 10 = \underline{\hspace{2cm}}$

Subtract:
3. $56 - 20 = \underline{\hspace{2cm}}$
4. $43 - 10 = \underline{\hspace{2cm}}$

5. Use the number line to solve.
   $75 - 10 = \underline{\hspace{2cm}}$

6. Write in standard form.
   fifty-two

7. What shape is this?

8. Max danced for 45 minutes on Saturday. He danced for 58 minutes on Sunday. How many minutes did he dance in all?

9. How many second graders like cats best?

   Favorite Pets
<table>
<thead>
<tr>
<th>pets</th>
<th>count</th>
</tr>
</thead>
<tbody>
<tr>
<td>cats</td>
<td>5</td>
</tr>
<tr>
<td>dogs</td>
<td>4</td>
</tr>
<tr>
<td>birds</td>
<td>1</td>
</tr>
</tbody>
</table>

10. Draw the clock hands to show 2:30.
Add:
1. $6 + 11 = \underline{\hspace{2cm}}$
2. $52 + 10 = \underline{\hspace{2cm}}$

Subtract:
3. $44 - 20 = \underline{\hspace{2cm}}$
4. $88 - 10 = \underline{\hspace{2cm}}$

5. Fill in the missing number.

$$17 + \underline{\hspace{2cm}} = 85$$

6. Write in standard form.

$$800 + 40 + 5$$

7. Connect the dots to make an octagon.

8. There are 63 butterflies in the garden. There are 55 butterflies in the field. How many more butterflies are in the garden than in the field?

9. Complete the bar graph.

<table>
<thead>
<tr>
<th>SPORT</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseball</td>
<td>9</td>
</tr>
<tr>
<td>golf</td>
<td>7</td>
</tr>
<tr>
<td>tennis</td>
<td>8</td>
</tr>
</tbody>
</table>

10. How much money is shown?

**Picture of coins: Pennies, Nickels, Dimes, Quarters, Half Dollar**
Add:
1. $6 + 12 = \underline{\hspace{2cm}}$
2. $73 + 10 = \underline{\hspace{2cm}}$

Subtract:
3. $32 - 20 = \underline{\hspace{2cm}}$
4. $66 - 10 = \underline{\hspace{2cm}}$

5. Is the answer more or less than 68?
   $38 + 41 = \underline{\hspace{2cm}}$

6. Write in expanded form.
   $\underline{\hspace{2cm}}$

7. How many parts are shaded?
   $\underline{\hspace{2cm}}$

8. There were 87 bunches of flowers at the store. They sold 69 of them on Mother's Day. How many bunches of flowers are left at the store?
   $\underline{\hspace{2cm}}$

9. How many kids are going to camp this summer?
   Summer Vacation Plans
<table>
<thead>
<tr>
<th>going to camp</th>
<th>staying home</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\underline{\hspace{2cm}}$</td>
<td>$\underline{\hspace{2cm}}$</td>
</tr>
</tbody>
</table>

10. What time is shown on the clock?
   $\underline{\hspace{2cm}}$
Add:
1. $4 + 11 = \underline{15}$
2. $64 + 10 = \underline{74}$

Subtract:
3. $21 - 20 = \underline{1}$
4. $75 - 10 = \underline{65}$

5. Use the number line to solve.

6. Which number is greater?
   435 or 453
   453

7. Which fraction tells how much is shaded?
   $\frac{1}{2}$ or $\frac{1}{5}$ or $\frac{1}{4}$
   $\frac{1}{2}$

8. There were 64 children who signed up for the baseball league. Thirty-five were boys and the rest were girls. How many girls signed up?
   29 girls

9. How many moths emerged on Monday?
   
<table>
<thead>
<tr>
<th>Number of Moths that Emerged from Cocoons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Friday</td>
</tr>
<tr>
<td>Sunday</td>
</tr>
<tr>
<td>10 moths = 10 moths</td>
</tr>
</tbody>
</table>
   
   - Monday: 10 moths
   - Friday: 10 moths
   - Sunday: 10 moths

10. Which tool is better for measuring...
    - A ruler or 
    - A measuring tape
    - A ruler

There were 64 children who signed up for the baseball league. Thirty-five were boys and the rest were girls. How many girls signed up?

There were 29 girls who signed up.
Name: ___________________________________________________
Date: __________________________

**Add:**
1. 12 + 8 = ____
2. 85 + 10 = ____
3. 96 - 20 = ____
4. 53 - 10 = ____

**Subtract:**
5. Is the equation true?
   - 40 + 30 = 90 - 20
   - 40 + 30 ≠ 90 - 20

6. Which number is less?
   - 754 or 745
   - 745

7. Color the shape to show __________.
   - [Diagram]

8. Lucas rode his bike 14 miles a day for 4 days. How many miles did he ride in all?
   - Total miles = 14 miles/day × 4 days = 56 miles

9. How many students will be cooking after school?
   - [Bar graph]

10. What is the total value of...
   - 4 quarters
   - 4 dimes
   - 3 nickels
   - 6 pennies
   - Total = 4 × 25 + 4 × 10 + 3 × 5 + 6 × 1 = 100 + 40 + 15 + 6 = 161

**Table:**

<table>
<thead>
<tr>
<th>#</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>9</td>
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<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Add:
1. $3 + 7 = \underline{10}$
2. $26 + 10 = \underline{36}$

Subtract:
3. $85 - 20 = \underline{65}$
4. $42 - 10 = \underline{32}$

5. Use the number line to solve.
$70 - 40 = \underline{30}$

6. Use $<$, $>$, or $=$ to compare:
905 $\odot$ 905

7. I have eight sides.
I have eight angles.
What shape am I?

8. Shelby has 4 coins in her pocket. Together they equal 32¢. Two are pennies and one is a nickel. What is the other coin?

9. How many kids ate burgers at the picnic?
Food Served at the Picnic
- Chicken
- Burger
- Hot dog

= 3 students

10. What time is shown on the clock?
Add:
1. $3 + 6 = \_\_\_\_

2. $57 + 10 = \_\_\_\_

Subtract:
3. $74 - 20 = \_\_\_\_

4. $31 - 10 = \_\_\_\_

5. Fill in the missing number.
   $67 - \_\_\_\_ = 45

6. Find the sum.
   $72 + 19 = \_\_\_\_\_\_

7. Does the image show fourths?

8. Peter is 13 years old. His mother is 44 years old. How much older is his mother?

9. What was the total number of friends invited to the party?
   - Boys
   - Girls

10. How wide is the flower in inches?
5. Use the number line to solve.

59 - 12 =

6. Find the sum.

18 + 22 + 19 + 40

7. Name the polygon.

8. Fourteen second graders were making cookies for the Mother's Day Tea. The rest were setting the tables. There are 22 second graders. How many were setting tables?

9. How many students are researching either bees or ants?

<table>
<thead>
<tr>
<th>Insect Research Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>ants</td>
</tr>
<tr>
<td>flies</td>
</tr>
<tr>
<td>caterpillars</td>
</tr>
<tr>
<td>moths</td>
</tr>
<tr>
<td>bees</td>
</tr>
<tr>
<td>dragonflies</td>
</tr>
<tr>
<td>butterflies</td>
</tr>
<tr>
<td>centipedes</td>
</tr>
<tr>
<td>beetles</td>
</tr>
</tbody>
</table>


5 feet = _____ inches
Add:
1. 12 + 7 = ___
2. 59 + 10 = ___

Subtract:
3. 52 - 20 = ___
4. 91 - 10 = ___

5. Count the number in one row. Skip count using the number of rows to find the total number.

6. Continue the pattern by adding 10.
   96, 106, 116, ___, ___

7. How many sides does this polygon have?

8. Flowers cost $1.00. Kendra has 74¢. How much more money does she need to buy a flower?

9. How many students took part in the survey?

10. What time is shown on the clock?
Add:
1. 6 + 12 = ____
2. 71 + 10 = ____
Subtract:
3. 41 - 20 = ____
4. 84 - 10 = ____

5. Is the equation true?
   46 + 31 > 98 - 20
   46 + 31 = 77
   98 - 20 = 78
   77 < 78

6. Continue the pattern by adding 100.
   503, 603, 703, ____
   Next number: 803

7. Divide the rectangle into 4 equal parts.

8. Sophia has 1 quarter, 2 pennies, 5 nickels and 2 dimes. How much money does Sophia have?
   1 quarter = 25 cents
   2 pennies = 2 cents
   5 nickels = 25 cents
   2 dimes = 20 cents
   Total: 25 + 2 + 25 + 20 = 72 cents

9. Complete the bar graph.

10. How much money is shown?
Add:
1. $3 + 8 = \underline{11}$
2. $82 + 10 = \underline{92}$
Subtract:
3. $39 - 20 = \underline{19}$
4. $75 - 10 = \underline{65}$
5. How many more counters are needed to make 20?

<table>
<thead>
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<th>1</th>
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<th>6</th>
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</table>

6. Continue the pattern by subtracting 10.

7. Partition the rectangle into 3 rows and 5 columns of same-size squares. How many squares are there in all?

8. Kyle has 84¢ in his pocket. He has 63¢ more in his piggy bank. How much money does Kyle have in all?

9. How many kids are staying home this summer?

<table>
<thead>
<tr>
<th>#</th>
<th>answer</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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Summer Vacation Plans:

<table>
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<th>staying home</th>
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</table>

10. Which tool is better for measuring the height of a flower?

- a ruler
- a measuring tape
1. $12 + 5 = ____$
2. $83 + 10 = ____$
3. $28 - 20 = ____$
4. $63 - 10 = ____$

5. How many are even numbers?

6. Continue the pattern by subtracting 100.

7. What is the name of this 3D solid figure?

8. Logan collected 65 bugs. Bella collected 56 bugs. How many bugs did they collect altogether?

9. How many moths emerged on Friday?

10. What time is shown on the clock?
Add:
1. $7 + 8 = \underline{15}$
2. $24 + 10 = \underline{34}$
Subtract:
3. $92 - 20 = \underline{72}$
4. $59 - 10 = \underline{49}$

Find the sum.

5. Skip count by twos to find the total number.

6. Find the sum.

7. Does this shape have an even or an odd number of sides?

8. The teacher had 85 butterfly stickers. She stuck 29 of them on her students' papers. How many stickers does she have left?

9. How many students will be drawing after school?

10. Draw the clock hands to show 6:25.
Add:
1. 4 + 12 = ______
2. 85 + 10 = ______

Subtract:
3. 81 - 20 = ______
4. 48 - 10 = ______

5. Find the difference.
   4 + 4 + 4 = ___
   3 x 4 = ___

6. Find the difference.
   92 - 25

7. Connect the dots to make a parallelogram.

8. Lily drew 34 flowers.
   Ella drew 32 flowers.
   Scarlett drew 37 flowers.
   How many flowers did the girls draw in all?

9. How many students ate hotdogs at the picnic?
   Food Served at the Picnic
   |   chicken   |   burger   |   hot dog   |
   |____________|___________|___________|
   |            |            |            |
   |____________|___________|___________|
   |            |            |            |
   |____________|___________|___________|
   |            |            |            |
   |____________|___________|___________|
   |            |            |            |
   |____________|___________|___________|
   = 3 students

10. What is the value of...
    1 quarter
    4 dimes
    4 nickels
    7 pennies
1. \(8 + a = \) 
2. \(36 + 10 = \) 

Subtract:
3. \(70 - 20 = \) 
4. \(36 - 10 = \) 

5. \(18 + \_ = 30\) 

6. Write the number that is 10 more and the number that is 10 less.

\[
\begin{array}{c|c|c}
& 10 \text{ more} & 10 \text{ less} \\
\hline
3 & \_ & \_ \\
4 & \_ & \_ \\
5 & \_ & \_ \\
6 & \_ & \_ \\
7 & \_ & \_ \\
8 & \_ & \_ \\
9 & \_ & \_ \\
10 & \_ & \_ \\
\end{array}
\]

7. How many parts are shaded?

8. Wyatt paid 56¢ for watermelon seeds and 85¢ for carrot seeds. How much did he spend in all?

9. How many more girls than boys were invited to my party?

Friends Invited to My Birthday Party

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
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<tbody>
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</tbody>
</table>

10. What time is shown on the clock?
Add:
1. 6 + 5 = _____
2. 57 + 10 = _____

Subtract:
3. 68 - 20 = _____
4. 27 - 10 = _____

5. How many are odd numbers?

6. Write the number that is 100 more and the number that is 100 less.

7. Which fraction tells how much is shaded?

8. Dylan scored 29 runs during the baseball season. Cooper scored 32 runs. How many runs did the boys score in all?

9. How many children researched beetles?

10. How much money is shown?
Add:
1. 6 + 8 = __
2. 49 + 10 = __

Subtract:
3. 57 - 20 = __
4. 93 - 10 = __

5. Write 2 addition equations using all three numbers:
   \[ \begin{array}{c}
   7 \\
   9 \\
   \end{array} \]

6. Write the missing numbers:
   \[ 646, __, 648, 649, __ \]

7. Color the shape to show \( \frac{3}{4} \).

8. Nora decorated 24 cupcakes. Her mother decorated 50. How many more cupcakes did her mom decorate?

9. Favorite Pets
   - cats
   - dogs
   - birds

10. Use >, < or = to compare the amounts below:
    - 2 quarters
    - 3 dimes
    - 4 nickels
    - 1 penny
    - 1 quarter
    - 5 dimes
    - 4 nickels
    - 5 pennies

Name:__________________________________________  Date:________ #____